



**LOYOLA
UNIVERSITY
CHICAGO**

Preparing people to lead extraordinary lives

Instructor Information

TLSC 401

Name: Dr. Yvonne El Ashmawi

Email: yelashmawi@luc.edu

Phone: (312) 915-6886 (office)

Office hours: By appointment

TLSC 401 Information

Dates: 5/24/21-7/2/21

Days: Monday synchronous;

Wednesday asynchronous

Times: 8:30 am – 12:00 pm

TLSC 401: Language, Learning and Development: Theories in Practice

Through this module, teacher candidates: (a) observe and work with diverse children across the developmental continuum in a variety of formal and informal learning settings to deepen their understanding of the roles and responsibilities of educators in light of the learning and development of students from birth to grade 12, (b) learn about the cognitive and linguistic attainments of each developmental level, as well as the link between cognitive/language development and academic and broader developmental progress in diverse groups of children, and (c) deepen their understanding of the ways in which social, cultural, and environmental contexts might shape children's development and cognitive processing.

Some theories we will explore include: *Behaviorism, Social Cognitive Theory, Cognitive Developmental Theory, Social Constructivism/Sociocultural Theory, Information Processing Theory, Ecological Systems Theory, Gardner's Multiple Intelligences, Emotional Intelligence, and Kohlberg's Moral Development*

Module Essential Questions

1. How do theories of cognitive development, psychosocial development, language acquisition and learning theories help teachers to understand and guide the nature of their interactions and pedagogical practices with students? How would educators go about gathering evidence of these theories in birth to grade 12 settings?
2. Why are the key components and principles of information processing theory critical for educators to understand? How would educators go about utilizing this theory in birth to grade 12 settings?
3. How can observational evidence of the physical characteristics, communication skills, linguistic development, cognitive capacities, and social-emotional needs of children be used to understand theory and inform adult-child interaction and developmentally appropriate pedagogical practices in birth to grade 12 settings?
4. How is children's cognitive and linguistic development influenced by social-cultural and environmental

contexts (e.g., culture/ethnicity, family, community)?

Required Texts:

- Woolfolk, A. (2015). *Educational psychology* (13th ed.). Allyn and Bacon.
- Johnson, A. P. (2019). *Essential learning theories: applications to authentic teaching situations*. Rowman & Littlefield.
- Sadowski, M. (2020). *Adolescents at school: perspectives on youth, identity, and education* (Third edition. ed.). Harvard Education Press.
- Students will also need art supplies: markers & paper AND/OR an electronic device for producing & sharing drawings; Playdough, scissors, glue, paper, manipulatives (i.e., paper clips, beans, pipe cleaners, or something similar), and sticky notes (preferably different colors)

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Assessments

Grades for the course are weighted with the following distribution.

- Participation/Discussion/Modules 40%
- Concept Paper 1 15%
- Concept Paper 2 15%
- Adolescents in School Project 30%

Concept Papers (Two Papers, each paper – 15% of final grade) You will write a short (500-600 words, double-spaced, 12 pt. font, typed) paper on information from specific chapter readings during the course. These concept papers require that you think about concepts and related ideas from key developmental and learning theory perspectives introduced in course readings. As you read about each theoretical perspective, select one key concept or main idea that you wish to discuss in the paper.

These papers must include three things:

- 1) A description (in your own words) of the concept you have chosen;
- 2) An analogy or metaphor describing the concept and appropriate related ideas; and
- 3) How the concept either applies to you as an individual or how you could apply the concept in your career as a teacher.

Participation/Discussion/Modules (40% of final grade) Each Monday our class will meet synchronously online via Zoom; we will also have a weekly asynchronous online module with a variety of small assignments and tasks. You will be assessed on the successful completion of these tasks, which will direct and synthesize your learning about course content. You will also be assessed on your active participation in the live sessions including contributing to discussions and engaging in learning activities.

Adolescents in School Project (30% of final grade) The goal of this project is for you to synthesize ideas presented about adolescent identity with other concepts/theories from the course. You will also practice developing multimodal texts to develop content knowledge and facilitate class discussions. You will sign up in the course calendar for a chapter from *Adolescents in School* as the focus of your project.

First, you will develop a 5–7-minute video, podcast, VoiceThread, or online mini-lecture for your colleagues to view/listen to before class. This online product should include a brief overview which highlights key definitions, concepts, principles, and/or theories from the reading.

Then, in class, you will lead the class discussion of your assigned chapter:

- EITHER: lead a 5–7-minute guided discussion with pre-planned guiding questions submitted to the instructor beforehand and spontaneous follow-up questions. Questions should be designed to facilitate analysis and synthesis of ideas from the reading with other course content.
- OR lead a 5–7-minute guided activity that facilitates making connections between the chapter and other concepts or theories addressed in the course.

Course Content Overview

Week	Theme
1	Welcome to Class; Exploring the Brain
2	Information Processing; Theories of Language Development/Acquisition
3	Learning Theories: Behaviorism, Constructivism, Cognitive
4	Theories of Adolescent Development
5	Theories of Motivation; Systems Theory; Related Theories
6	Putting it All Together

Grading Policy & Scale:

The final grade is based upon the completion of course requirements, as weighted above and following this scale:

Grade	Percent	Points
A	93%	93-100
A-	90%	90-92
B+	87%	87-89
B	83%	83-86
B-	80%	80-82
C+	77%	77-79
C	73%	73-76
C-	70%	70-72
D+	67%	67-69
D	63%	63-66

F	62% and Below	0-62

Attendance:

- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
- Assignments are due on the dates listed on course syllabi unless prior permission to submit them late is given. There will be a deduction in points for late assignments.

Participation Policy

It is expected that teacher candidates will demonstrate high levels of professionalism and responsibility in all aspects of their work in this sequence. In order to complete the module assessments and requirements in a satisfactory manner, candidates must be present for all sessions, both while in the PK – 12 classrooms and in the sequence instructional sessions on campus and at the school site. In the event of approved absences, candidates should contact their professors and school sites in the manner that is requested by the administration at the respective sites. The following guidelines for participation will be considered in the module grades.

Professional Attitude and Demeanor: Part I

- 2- Always prompt and regularly attend sessions
- 1- Rarely late and regularly attend sessions (No more than one absence)
- 0- Often late and/or poor attendance at sessions (More than 2 absences)

Professional Attitude and Demeanor: Part II

- 2- Always prepared for sessions with assignments and required materials
- 1- Rarely unprepared for sessions with assignments and required materials
- 0- Often unprepared for sessions with assignments and required materials

Level of Engagement in Class

- 2- Always a willing participant. Contributes by offering ideas and asking questions during sessions
- 1- Often a willing participant. Contributes by offering ideas and asking questions during sessions
- 0- Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions

Integration of Readings into Classroom Participation

- 2- Often cite from readings; use readings to support points
- 1- Occasionally cite from readings; sometimes use readings to support points
- 0- Rarely cite from readings; rarely use readings to support points

Listening Skills

- 2- Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of

others

- 1- Listen when others talk, both in groups and in sessions
- 0- Rarely listen when others talk, both in groups and in sessions

School of Education Commitment - COVID-19: Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into Summer - 2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [Cura Personalis](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Summer – 2021

[RETURN to CAMPUS Checklist](#)

[RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

***Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

***Synchronous Meetings**

Class will meet weekly each Monday from 4pm to 6pm. During the live sessions, students are asked to be fully engaged in the class with minimal distractions. Please be mindful of your setting; if it is distracting to you, it may also be distracting to your classmates.

***Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Student Support**Special Circumstances--Receiving Assistance***

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

***Center for Student Access and Assistance (CSAA)**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

School of Education Conceptual Framework:

Vision: The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

Mission: The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Standards: These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework standards that are explicitly embedded in major benchmarks across all SOE programs. Conceptual framework standards are listed below.

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices

This course assesses the following framework standards:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.

Our conceptual framework is described here: www.luc.edu/education/mission/

Dispositions Assessment:

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of ***professionalism, social justice and inquiry***. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

Syllabus Statement:

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Smart Evaluation:

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

-The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

<https://www.luc.edu/education/academics/syllabi/>

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.
